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GROWTH IN UNDERSTANDING OF GEOGRAPHIC TERMS IN GRADES IV TO VII (A SUMMARY)[1]

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In an informal preliminary investigation, elementary school pupils showed by both their written work and their conversations that they often had queer and inexact meanings for geographic terms which they had studied. The way in which the meanings had been acquired was not, however, so evident. It was in the hope of arriving at a better understanding of the mental processes of children in acquiring meanings that the research summarized briefly in this article was undertaken.

PROBLEM STATED

The purpose of the investigation may be stated as follows: How does growth in understanding of geographic terms proceed among children of the elementary school, in grades four to seven?

SUMMARY OF EXPERIMENTAL PROCEDURE

Approximately 800 subjects, pupils in Grades IV, V, VI, and VII, of the public schools of Greenwood, South Carolina, were tested on the meanings they had for 135 geographic terms. The list of terms was determined from an analysis of the textbooks in use in the schools, and only those terms were selected which had occurred a minimum of three times in the material studied. Five types of test were used. They were: (1) an essay test; (2) two multiple choice tests; (3) an identification test; (4) an intelligence test; and (5) a concrete material test, consisting of models and globe. Test (5) was an individual test; others were group paper and pencil tests.

[1] T. J. Eskridge, Jr. Growth in Understanding of Geographic Terms in Grades IV to VII. Doctor's Thesis, Duke University, 1937. This investigation is soon to be published as one of the numbers in the Duke University Research Studies in Education.

The essay test was administered after two plans. According to plan one, the pupils were instructed to state the meaning of each term in just one or two sentences. According to plan two, they were encouraged to write just as much as they could about each of the terms.

The main multiple choice test comprised 135 terms. This test was unique in that (a) the alternatives were largely determined from cues obtained from children's essays (plan one) about the terms used in the test, and (b) the children were given space in which to define terms when they did not recognize correct meanings among the alternatives offered.

A supplementary multiple choice test, comprised of fifteen terms common to the main multiple choice test and constructed for the purpose of obtaining special data, was also employed.

The identification and concrete material tests each tested for seventeen terms which were also common to the multiple choice test.

FACTORS INVOLVED IN GROWTH

Growth in understanding may be thought of as resulting from an increase either in the number of terms whose meanings are known or in the number of meanings of individual terms. Both types of growth were studied, but for the purpose of this investigation, growth thru increase in the number of meanings of individual terms was considered the more significant and consequently a major portion of the findings relate to growth of this type.

An analysis of test data for the purpose of isolating factors which condition growth in understanding revealed some interesting facts. It was found that children who were able to respond successfully to the meaning of a term on one type of test were often unable to respond successfully to the same term on other types of test; that growth in understanding of a specific term was not the same for children at different levels of geographic attainment and that the differences in growth at the several levels were not uniform in amount for all terms; and that children often gave original definitions on the multiple choice test when correct definitions were at hand among the alternatives offered. It was also found that on the whole an increase in mental age was accompanied by an increase in the total scores made on the tests; and that as a group the boys were superior to the girls in their understanding of geographic terms.

Thus, in summary, the analysis of test data revealed at least

six factors which condition growth in understanding. They are (1) and (2) *amount and kind of experience;* (3) *level of geographic attainment;* (4) *ways in which meanings are verbalized;* (5) *mental age;* and (6) *sex.*

PRINCIPLES OF GROWTH

The facts revealed in the study of Factors Involved in Growth are important, but they do not furnish much insight into the nature of the learning involved in growth in understanding. For this purpose, the data were analyzed in another way and it was found that growth in understanding may take place thru several *types* of change in the meanings which children have for terms. These changes are described and stated below as five principles of growth.

For purposes of illustration, a limited portion of the data from which the principles were derived is reproduced in the following discussion.

Principle 1. Each of the three tests (multiple choice, identification, and concrete material) measured different aspects of understanding, or ways in which terms may be known. More specifically the multiple choice test measured the ability to recognize the meaning of a term among the verbal alternatives given; the identification test measured the ability to recognize a graphical representation of the thing for which a term stood; the concrete material test measured the ability to recognize the thing for which a term stood when that thing was represented in tri-dimensional form, that is, by means of a model and globe.

A study was made just of the papers of children who had taken either two or three tests. This study showed for most of the terms an increase from Grade VI to Grade VII in the percentage of chil-

TABLE I

PERCENTAGES OF CHILDREN, BY GRADES, WHO CONSISTENTLY RESPONDED CORRECTLY TO FIVE TERMS WHICH WERE COMMON (PART A) TO THE MULTIPLE CHOICE AND IDENTIFICATION TESTS; (PART B) TO THE MULTIPLE CHOICE, IDENTIFICATION, AND CONCRETE MATERIAL TESTS

	Part A M. C. and Iden.				Part B M. C., Iden. and Con. Mat.			
Grades N	IV 98	V 99	VI 97	VII 97	IV 8	V 14	VI 17	VII 22
Island	64	75	78	89	63	69	73	86
Meridian	13	5	32	34	0	8	27	36
River	28	53	79	80	25	85	94	87
South Pole	48	55	60	80	38	38	64	71
Strait	12	22	40	46	0	38	31	45

dren who responded correctly on two or on all three tests. By way of illustration, Table I reports the data for five of the seventeen terms which were common to all three tests.

The facts found in the analysis were interpreted to mean that *growth in understanding proceeds thru an increase in the number of different kinds of meaning.* (Principle 1)

Principle 2. The essays (plan two) were analyzed for the purpose of determining the ideas (meanings) which the children had expressed for the various separate terms. Table II reports the results of the analysis for one of the terms, *pole.*

TABLE II

FREQUENCIES WITH WHICH MEANINGS OF *POLE* WERE EXPRESSED IN ESSAYS BY TEN CHILDREN IN EACH OF GRADES IV, V, VI, AND VII

	Meanings of *Pole*																		
Grades	No Ideas	Two Poles	North Pole	South Pole	Poles are Opposite	Coldness	Explored or Unexplored	Poles not Real Objects	Admiral Byrd	Other Explorers	South Pole Colder	Eskimos	Snow and Ice	Snow Houses	Ships Wrecked	Fur Bearing Animals	Miscellaneous[1]	Total Number of Ideas	Number of Different Ideas
IV	2	7	6	6	2	3												24	5
V	1	9	8	7	2	5	1	1	2		1	2	2	1	1			42	13
VI		8	10	7	3	5			2	1			2			1		39	10
VII		8	7	7	7	7		1	3	1		1					10	52	19

[1] Includes one case each of "uninhabited," "no vegetation," "slightly flattened," "ends of axis," "length of seasons," "opposite seasons," "people have died in attempts to reach poles," "Arctic ocean surrounds north pole," "Antarctic ocean surrounds south pole," and "magnetic pole."

The table is read as follows. Of the ten children in Grade IV who wrote essays on the meanings of *pole,* 2 expressed no meanings (that is, their papers were blank), 7 expressed the idea that there are two poles, 6 the fact of a north pole, 6 the fact of a south pole, 2 the idea that the poles are opposite, and 3 the idea that the poles are cold. A total of twenty-four ideas, representing five different ideas, were expressed by the ten fourth grade children who wrote essays on the meanings of *pole.*

Table II shows that five ideas of *pole* were common to the essays from all grades. The ideas were "two poles," "north pole," "south pole," "poles are opposite," and "coldness." The first three of these ideas were expressed by over half of the children in each grade. Only one child, a seventh grader, mentioned the magnetic poles (see footnote). Special attention is called to the fact that

the seventh grade children expressed over twice as many ideas as the fourth grade children (52 compared with 24) and almost four times as many different ideas (19 compared with 5).

Analysis of the ideas expressed in the essays about other terms yielded similar data. These data showed that *growth in understanding proceeds thru an increase of general information.* (Principle 2)

Principle 3. Meanings may be thought of as being of two types, basic and associated. By a basic meaning is meant one which is essential or vital to the formulation of a correct definition. An associated meaning is one that represents general, and perhaps non-essential information.

The data from both the multiple choice and the essay tests showed that associated meanings are sometimes learned as basic. Data of this kind derived from the multiple choice test are here reported for two terms, *capital* and *east wind.*

Table III shows the percentage of children who responded to

TABLE III

PERCENTAGES OF CHILDREN WHO RESPONDED TO ALTERNATIVES OFFERED WITH *CAPITAL*, BY GRADES

Alternative	Grades			
	IV	V	VI	VII
The *capital* of a country means:				
1. The largest city of the country	27.6	12.1	16.5	7.2
2. The city where most of the government work is done	41.8	63.6	61.9	85.6
3. The city which is nearest the middle of the country	7.1	12.1	13.4	4.1
4. The chief seaport of the country	2.0	1.0	0.0	2.1
5. I don't know	11.2	4.0	0.0	1.0
6. I think it means . . .	6.1	7.1	8.2	0.0
7. (Omitted)	4.1	0.0	0.0	0.0
8. (Ambiguous)	0.0	0.0	0.0	0.0

the alternatives offered with *capital.* Several facts about the table should be noted. The first is that alternative 1 expresses an associated meaning of *capital.* Frequently, perhaps in a majority of cases, the capital of a country is "the largest city in the country," but this meaning of *capital* is plainly not the basic one. A second fact to be noted is that over twenty-five per cent of the fourth grade children selected alternative 1 as the meaning of *capital.* A third fact, and the most important one, is that as the percentage of children who responded correctly (alternative 2) increased from Grade IV to Grade VII (41.8 to 85.6) the percentage of children who responded to the associated meaning (alternative 1) decreased correspondingly (27.6 to 7.2).

Table IV contains the percentages of children who responded to the alternatives offered with *east wind.* The first alternative "a warm wind" expresses one of the associated meanings of *east wind.* In the fourth grade the percentage of children who responded to this definition was 14.3. In the fifth, sixth, and seventh grades the percentages were 5.1, 6.2, and 0 respectively. As the percentage of children who responded to alternative 1 decreased, the percentage of children who responded correctly (alternative 3) increased from

TABLE IV

PERCENTAGES OF CHILDREN WHO RESPONDED TO ALTERNATIVES OFFERED WITH *East Wind,* BY GRADES

Alternatives	Grades			
	IV	V	VI	VII
An *east wind* means:				
1. A warm wind	14.3	5.1	6.2	0.0
2. A strong wind	5.1	3.0	1.0	1.0
3. A wind which blows from the east	65.3	85.9	89.7	89.7
4. A wind which blows toward the east	7.1	4.0	1.0	3.1
5. I don't know	6.1	2.0	0.0	5.2
6. I think it means . . .	0.0	0.0	1.0	0.0
7. (Omitted)	2.0	0.0	1.0	0.0
8. (Ambiguous)	0.0	0.0	0.0	1.0

65.3 in Grade IV to 89.7 in Grade VII. Table IV shows just as did Table III that an increase in the percentage of children who responded correctly is accompanied by a decrease in the percentage of children who responded to an associated meaning.

Data such as those reported in Tables III and IV were interpreted to mean that *growth in understanding proceeds thru a substitution of basic for associated meanings.* (Principle 3)

Principle 4. Multiple choice test data showed that many of the meanings which children have are actually wrong and that others are incomplete. In one sense of the word all meanings are incomplete since one can never know all there is to be known about anything. This is not the sense in which the term is used here. By an "incomplete" meaning is meant a basic meaning which lacks a desirable degree of comprehensiveness.

Table V presents the percentages of children who responded to the alternatives offered with *trade.* The table shows that the percentage of children who responded correctly to *trade* increased from 78.6 in Grade IV to 89.7 in Grade VII. It is evident from the other data of Table V that part of the increase in the percentage of children responding correctly was due to the decrease in the

percentage responding with original definitions (alternative 6).

These original definitions are not here reproduced. An examination of them, however, showed that most of the children identified *trade* with "barter." *Trade* does mean "barter," but it means much more than that. It is evident that the children who knew that *trade* meant "buying and selling goods" (alternative 2) had a much more

TABLE V

PERCENTAGES OF CHILDREN WHO RESPONDED TO ALTERNATIVES OFFERED WITH *Trade*, BY GRADES

Alternatives	Grades			
	IV	V	VI	VII
Trade means:				
1. Raising crops	0.0	0.0	0.0	0.0
2. Buying and selling goods	78.6	85.9	80.4	89.7
3. Catching fish	0.0	0.0	0.0	0.0
4. Building houses	0.0	0.0	0.0	0.0
5. I don't know	6.1	2.0	2.1	1.0
6. I think it means . . .	15.3	12.1	17.5	8.2
7. (Omitted)	0.0	0.0	0.0	0.0
8. (Ambiguous)	0.0	0.0	0.0	1.0

comprehensive meaning of *trade* than did those who responded by defining *trade* as barter.

The increase in the percentage of children responding correctly to *trade* was plainly due to the fact that a more comprehensive meaning of the term had been learned.

Data of the kind presented in Table V were interpreted to mean that *growth in understanding proceeds thru the development of comprehensive meanings.* (Principle 4)

Principle 5. The papers collected in this investigation permitted the identification of some of the causes responsible for the erroneous meanings which children have for geographic terms. The miscellaneous nature of the evidence precludes the presentation here of sample data. The nature of the causes is, however, indicated by the terminology of principle five which is stated as follows. *Growth in understanding proceeds thru a reduction of errors of which important types are those due to: (1) confusion of terms having similar sounds; (2) confusion of positions; (3) application of old meanings to new situations; and (4) "other causes."*

SIGNIFICANCE OF INVESTIGATION

The significance of the *factors* and *principles* which have been discussed is that they help point the way to more efficient instruc-

tion in the vocabulary of geography. Words are but symbols to which meanings must be attached if there is to be understanding. Meanings are the result of experience. Only as children have adequate experiences will they develop meanings which are sufficient for their needs. If children are to have adequate experiences, teaching must be planned to that end. Much more of the concrete must be introduced into instruction for the purpose of providing a rich and varied set of experiences, and care must be exercised to see to it that terms are presented with due regard for differences in children's interests, mental maturity, and past experiences.

HAIFA: THE PORT CITY OF PALESTINE

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Haifa, the only natural harbor of Palestine, and its chief port, lies at the foot of Mount Carmel, along the crescent-shaped Gulf of Haifa. The recent growth of this natural outlet of Palestine has been rapid. The city is spreading along the wide curve of the sandy beach and up toward the crest of Mount Carmel.

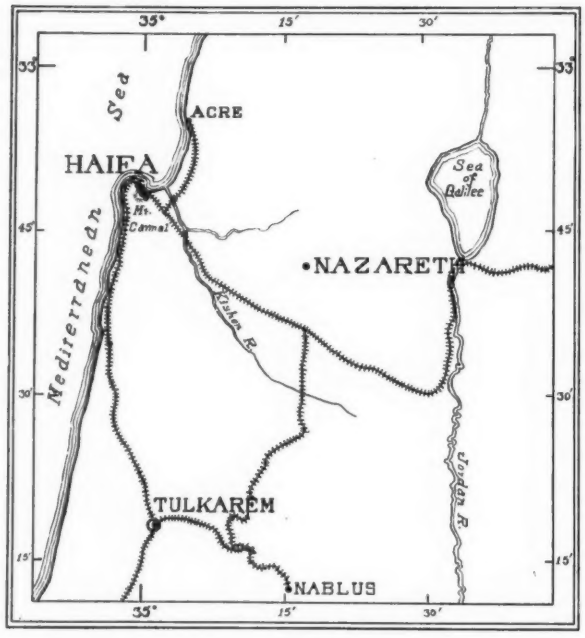

Fig. 1. This map shows the location of Haifa in relation to its immediate hinterland.

Palestine is old, but the port of Haifa is young. In ancient times Haifa was almost unknown. In the eighteenth century Haifa was a small fishing village across the bay from the strongly fortified city of Acre which gave check to Napoleon Bonaparte in his ca-

reer of conquest. In the nineteenth century Haifa remained insignificant. The German Templars founded a colony on the site of Haifa in 1869 and the modern city developed from this slow-growing settlement. Not until the opening of the twentieth century was Haifa recognized as the potential port of Palestine. In 1905, the Haifa-

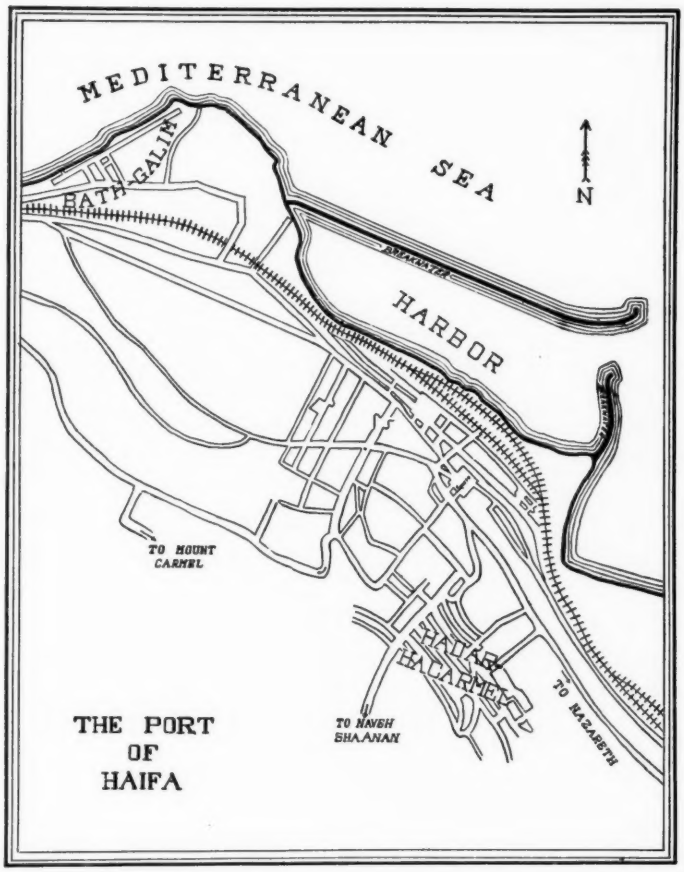

Fig. 2. Haifa Bay forms one of the best havens in the Mediterranean Sea.

Damascus railway made easily accessible a large territory beyond the Jordan River, thus enlarging the hinterland of Haifa.

THE HARBOR

The Maritime Plain of Palestine is composed of Nile sediment bordering the foot of the Judean Plateau. The strong current keeps the shifting sandy coast-line smooth and unbroken. The Plain lies unindented from Egypt to Haifa Bay. The port of Jaffa (Joppa)

is a mere roadstead, passengers and goods being carried to and from the ships in small surf boats. In ancient times Joppa was the only port of Palestine. Until the present decade it was the chief port. Now Jaffa's tonnage is less than one-half that of Haifa.

Haifa Bay, in the lee of the promontory of Mount Carmel, provides one of the best natural harbors in the Mediterranean. The demands of modern shipping required the construction of the new Haifa Harbor. This development includes a main breakwater of one and one-half miles from west to east and a lee breakwater extending one-half mile northward from the railway jetty. This modern harbor is constructed of stone quarried at Athlit, a few miles south of Haifa, and of locally manufactured cement, at a cost of approximately $6,250,000. It provides for vessels up to 33,000 tons. Two custom transit sheds have been constructed at the wharf wall.

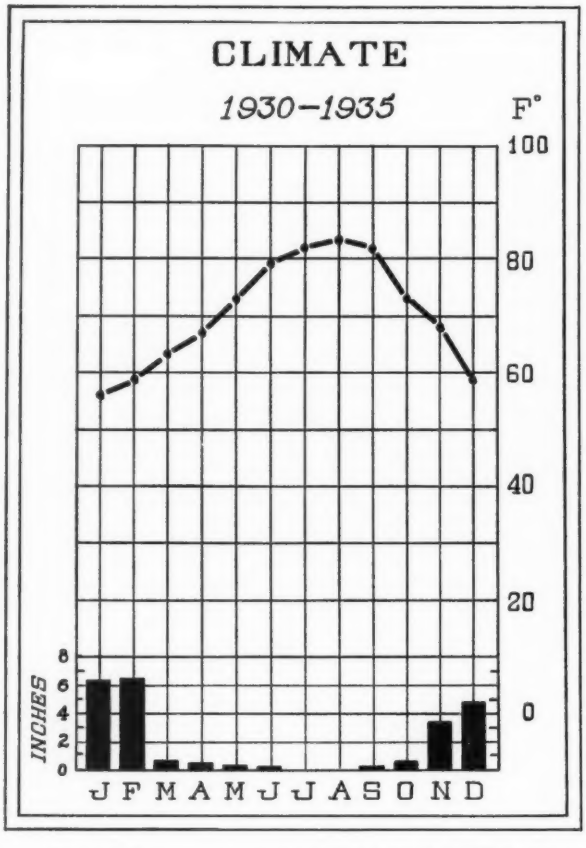

Fig. 3. The mean annual rainful at Haifa is 22.6 inches. For the drought year of 1933 it was 10.3 inches. The mean annual temperature ranges from 56.5°F. in January to 83.5°F. in August.

The excellent harbor of Haifa is growing rapidly. It will soon reach the standing of Alexandria and will probably surpass this chief of the harbors of the eastern Mediterranean.

A Junction

Haifa is rapidly becoming one of the valuable gateways of the world. The rapid evolution of Haifa as a port has given marked

impetus to the development of other lines of communication. Among the cities of Palestine it holds first place as a railroad center. It has direct rail connections with Damascus, Acre, and Egypt. Excellent motor-car roads give direct connection with Bagdad, Beirut, and Jerusalem. The excellent motor-road along the line of coastal sand dunes is well-called the Kingsway for it occupies the line of

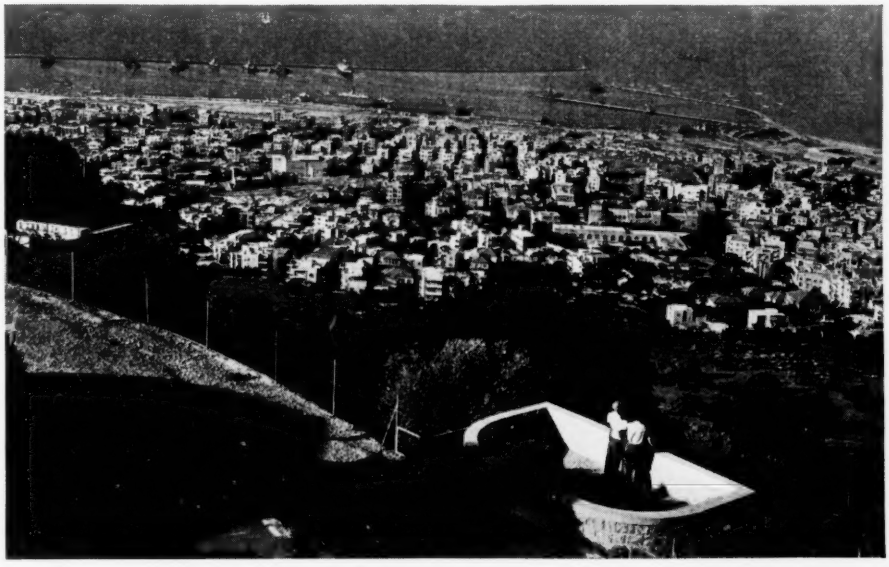

Fig. 4. For beauty of setting Haifa is unrivalled in the Near East.

march of the conquerors of all times who have crossed this land bridge between continents. It has its own air-port and is a link in the Imperial Airways route connecting Palestine with Iraq, England and other Asiatic and European countries.

AGRICULTURE

The Haifa Bay area has a large territory suitable for agriculture. It has the largest hinterland of cultivable soil of all the cities of Palestine. Three of the productive plains of the country radiate from Haifa. South is the Plain of Sharon which, altho narrow at Carmel, widens southward and contains more than 300,000 cultivable acres. Southeast is the Vale of Esdraelon, the most fertile region of Palestine, with 94,000 of its 100,000 acres cultivable. North of Haifa lies the Plain of Acre, 95,000 of the 140,000 acres being productive. The principal commercial crops of these plains are the orange and the grapefruit. Other fruits and

some field crops are grown but a large acreage is given to gardens which yield a wide variety of vegetables.

The swamps of the Kishon River were drained, and made available for agriculture, industry, or residence as required in succession. It is interesting to note that while this work was in progress a dispensary was as necessary as were shovels. The swamps where the men worked were so malarial that they had to eat and sleep high upon the sides of the valley. Orange groves and vegetable gardens occupy the chief areas of the reclaimed land.

The climate of Haifa is the Mediterranean type with rain in the winter season and drought in the summer season. The 22.6 inches of rainfall falling in the winter, the agricultural area is fortunate in having abundant water for irrigation thus insuring year-round agriculture.

Industries

Haifa is the center for the manufacturing industry in Palestine. The windows of the stores of Haifa are replete with articles made locally. The plain of the Haifa Bay area of 10,000 acres provided room for the expansion of the city including a number of industrial and commercial enterprises. The Nesher Cement Works is the largest manufacturing plant in Palestine. It has a capital of $1,500,000 and employs 900 laborers. A distressing fact is that the workers in this modern plant are required to live in primitive wooden barracks. The factory has a capacity of 70,000 tons per annum. The marked decrease in the amount of cement imported into Palestine and the striking increase in the amount of cement exported is largely due to the high efficiency of the Nesher factory. The Shemen Oil and Soap Factory was originally in entirely Jewish ownership. Haifa is the chief center for English capital and this factory has passed into the control of an international oil group predominantly British; however, the management and labor have

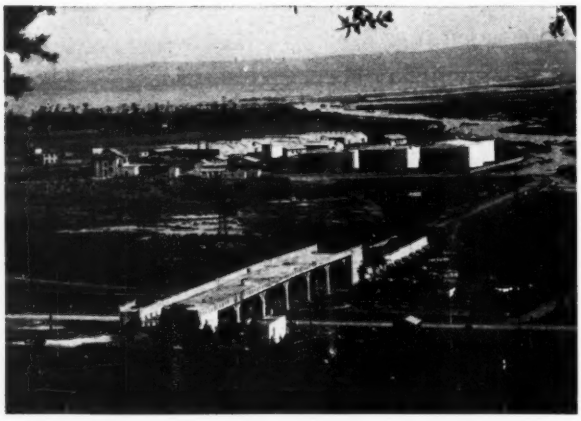

Fig. 5. Petrol tanks at Haifa. The viaduct over the railroad is of local concrete.

continued Jewish. The factory is constantly in operation and produces edible oils, oil for painting, sundry soaps, and oil cake for cattle feeding. The raw materials used by this factory are chiefly agricultural products of Palestine.

The silvery immense oil-tanks of the Iraq Petroleum Company contain the oil which the 1,200-mile pipe-line brings across the desert from the Hamrin fields in Iraq. In 1935 the export of oil from Haifa began. Great tankers in the port of Haifa are filled with the crude oil by the most up-to-date method. Plans have been made and sites selected for oil-refining plants.

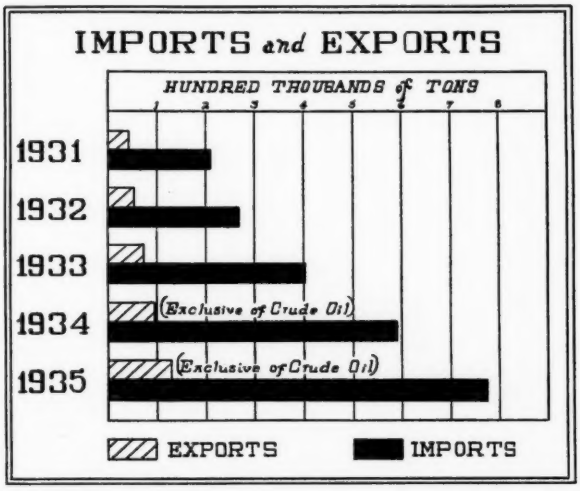

Fig. 6. There is a serious balance of trade against Haifa. Imports far exceed exports.

Another large-scale enterprise is the Rothschild Mill which is one of the largest flour mills in the Near East. In connection with this mill is a Matzoth Factory which produces a large part of the unleavened bread eaten at the Passover.

Other important industries located at Haifa are the Imperial Chemical Industries and the Palestine Electric Corporation. There are many small-scale enterprises operating at Haifa. In 1933 there were 400 small factories with more than 3,000 workers. The majority of these are Jewish establishments but the Arabs are developing rapidly in industrial activity. Industrial growth at Haifa has been much accelerated by the recent marked inflow of skilled workers from Germany.

SUBURBS

Hadar Hacarmel is the chief residential quarter for Jews. This suburb, with a population of about 10,000, is entirely modern and is the center of cultural institutions of northern Palestine. Among these, the more important are the amphitheater, with a seating capacity of two thousand, used for open-air concerts and lectures, the Technical Institute, the chief educational institution, and the Maccabee Sports Center.

Bath Galim (Daughter of the Waves), at the western end of the city is another Jewish quarter. This suburb of Haifa is on the seashore, and has a splendid bathing beach. Southeast of the city is the suburb Neveh Shaanan. On the summit of Mount Carmel with its invigorating climate are other Jewish quarters. Carmel is connected with the city by regular bus service.

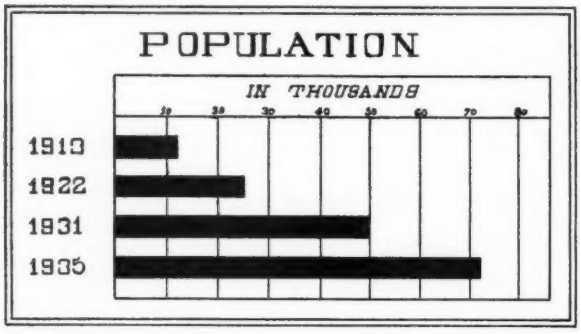

Fig. 7. The population of the new port of Haifa has grown steadily since English occupation.

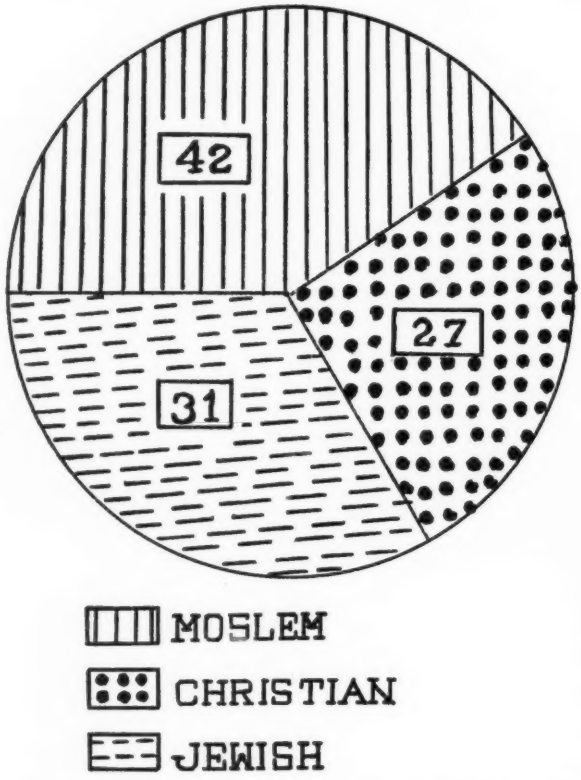

Fig. 8. Percentage of population of Haifa by religious confession.

POPULATION

The population of Haifa in 1913 was 12,000; in 1922, 25,000; in 1931, 50,000; and in 1935 it had increased to 72,000. In 1870 Haifa had only seven Jews. In 1913 there were 1,500 Jews among the 12,000 population. According to the census of 1931, the population of Haifa was quite evenly distributed among Moslems (27%), Jews (31%) and Christians (27%). Since the recent Jewish immigration Jews are now estimated to be 45 to 50 per cent of the population of Haifa.

CONCLUSIONS

At the close of the nineteenth century Haifa was a small coast town. Aside from its beautiful bay and its proximity to Mount Carmel, it lacked distinction. Today its large harbor makes it the leading port of Palestine. Its railroad facilities, large and productive hinterland, rapidly developing industries, and healthful climate combine with its excellent harbor to make it a city of great attraction and an important commercial link between western Asia and the other parts of the world.

The British plan for a partition of Palestine which gives the Jews a coastal strip, the Arabs the greater part of the hinterland, and retains for Britain the mandate over Nazareth and a corridor from Jerusalem-Bethlehem to Jaffa also leaves the port of Haifa under the supervision of the British.

THE USE OF DRAMATIZATION IN JUNIOR HIGH SCHOOL GEOGRAPHY

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WHY DRAMATIZE GEOGRAPHY

The adolescent readily identifies himself with book characters, motion picture stars, and newspaper heroes and heroines; furthermore he enjoys thus projecting himself. The junior high dramatic club is invariably one of the most crowded. And nothing arouses so much interest, nothing is quite so fascinating for the adolescent as a play. The junior high school includes, not only a period of life when boys and girls want to act, but involves the years when acting will possibly accomplish the greatest good for the individual. Many of us have seen a boy or a girl emerge from an assumed role a "new person" as we have said. Might not a geography role be the means of helping to mold a boy or a girl into a new and better citizen?

The history and literature teachers used to be objects of envy to the geography teacher, so much easier was it to act their subject material than hers. But geography is one stupendous drama. What is more exciting than the happenings of today! The newspaper has capitalized the human interest in current affairs—why should not the geography teacher? Earthquakes, floods, drought, famine, war,

experiments, inventions, trade agreements and disagreements—all of these are steeped in the dramatic, all have geographic connotation. And the classroom, if it will, can present these with more candor and enlightenment than does the press. And the fact that geography is less easy to act than some other subjects should be a challenge for creative interpretation. However, due to this necessity for imagination and adaptation, the need for composing and staging one's plays, there has been lethargy and poverty of expression on the part of both teacher and student of geography. This is especially true beyond the elementary grades, beyond the point where simple home life plays of peoples of other lands met the aims and satisfied the children.

The Time Element

The time element is frequently used as another excuse for lethargy. Many teachers say there is but time for a hasty and fairly formal survey of the crowded geography field. Is it not better that we teach impressively a few significant ideas rather than cover vast areas sketchily? May not many provincial persons know and understand more of the world than the traveler who is too busy going to enjoy and interpret what he sees? Speed is seldom conducive to creative activity—our teacher training institutions know this well, but it is the exceptional public school principal or superintendent or parent who doesn't expect the teacher to "cover the book," no matter with what results!

Dramatization and Geography Objectives

There are many, too, who feel that classroom activity has been ridden hard. They feel, justifiably perhaps, that schools for a time carried activity to the extent that children were seeing the tools as the end, and that true learning was obliterated in a clatter of movement and a clutter of paraphernalia. But couldn't any method of learning be used unwisely, be overdone, thereby becoming vapid? Couldn't so many films be seen, with so little preparation and such scanty interpretation, that *seeing pictures* becomes the end? Couldn't so many field trips be taken, with so little emphasis on what to see and such a meagre comprehension of *how* and *why,* that *going somewhere* becomes the aim rather than learning of some place or condition first hand? Variety in method is as commendable and as essential in geography as anywhere in education. And with

the increased use of projectors, films, radio, and field trips, drama may be another means of producing a vivid and complete picture. If the children see a moving picture on the problems of a Chinese farmer, then produce a play in which a Chinese family is confronted with these problems, a better understanding is gained than might have been thru use of either the film or play alone.

These objectives, in varying terms and subdivisions, are generally recognized as the particular and essential ones for junior high school geography:

1. Greater ability to secure information from books, maps, charts and grafs.
2. More responsibility in carrying to completion a unit of work.
3. Ability to interpret and apply geographic factors that condition life.
4. Sympathetic understanding of the life and problems of people of all lands, including the cultural and political aspects.
5. A wider interest in and comprehension of present day affairs in their geographic settings.

These or similar objectives are often referred to as the deepening process[1] in geography learning.

Thru group responsibility in planning and presentation of plays, the second of the aims might easily be furthered. But perhaps it is the last three and their attendant understandings that may best be met thru dramatization. Pertinent also to objective five is the realization of earth unity, a comprehension of the interdependence of nations. How is dramatization adapted to furthering these aims? Thru drama it is possible to create environment and give to principles and problems concrete form. Not only does the play transport the entire class to the desired environment, but it offers the possibility of new experience for the actors; and thru this experience a new understanding may be gained. The actor no longer wears Dutch or Japanese shoes just literally (as he may have in the elementary grades) but now he wears them figuratively, and thinks and feels somewhat as their Dutch or Japanese owners might think and feel. Surely, then, one effective way to lead a child to a sympathetic understanding of another people and their problems is to transport him, thru dramatic incident, to the environment of this people. Thereby may the travel geographer of the fourth grade be led,

[1] Better Teaching of Geography, *Journal of National Education Association*, April, 1933.

gradually, thru Intermediate and Junior High School into an intelligent and world-minded geography traveler of tomorrow.

WHAT TO DRAMATIZE

If we dramatize a major activity of some region, industrial or agricultural, should we emphasize just the how and why of its being carried on? Possibly, but more probably we will show the relation of this activity to problems of the people there and its connection with other areas of the world. Our world view must not leave the impression of a multitude of isolated regions in the child's mind, but must include a network of joining links over which goods, human beings, ideas and cultures travel. The problems of many of these areas are nearly universal in application; the products may travel to our own country and influence our trade, our prices, our industry and agriculture—some of this the child should come to see.

If a play centers about date culture in a North African oasis town, possibly the children of the family are helping to keep the sand out of the date hollows, with action and conversation emphasizing the importance of these efforts. One child may have been to the market town where a caravan has taken the dates, and perhaps he tells of a railway he has seen there that will carry these and other goods to the sea. To what extent will many railroads change the life of the desert people, how will they alter prices and trade—these topics the children might discuss after the play. But the desert peoples, with their work and their problems, must be presented as human beings, unlike us to the extent that environment (past and present) has made them so. If the children really grasp this concept, they will have developed an enlightened sympathy that leaves no room for ridicule of strange customs and costumes. I use this quotation because the idea is so well put.

> If we know enough geography and enough history and enough human nature, we find foreign people neither queer nor foolish. We understand them.[2]

And, where other people's ways are at odds withour own, drama may help the children to understand the very different points of view.

Life on a Mexican hacienda might be depicted in order to show the conflict of two cultures. Waukea is an Indian boy who feels that the father of his Spanish playmate, Phillipe, pays the native

[2] Bert Hudgins. Geography in a Liberal Arts Curriculum, *Education*, February, 1936.

workers poorly and gives them few rights. Perhaps this is little more than a heated discussion. Possibly the children imagine themselves members of two Indian families of the High Plateau of Peru. Because of the scarcity of fuel and the meagre subsistence living, the children are disagreeing as to whose is the right to gather the yermata and other herbs growing at the edge of the landowner's estate. Questions after the play may bring out other problems of these people. The Dutch Indies, British India, French Africa will readily suggest ways of putting before the class the meeting and clashing of racial interests.

Why the Italian government leaders wanted control of Ethiopia —some of their problems in managing this African colony now that theirs is the responsibility—Japan's reasons for coveting areas in China (perhaps from the standpoint of government men in either country, or possibly a Japanese and a Chinese school boy who've met in Korea are having their say about the situation)—why China has much workshop manufacturing may be presented thru a workshop owner who is telling an American salesman why it is impossible to buy up-to-date machinery—the significance of and need for combating the Ecuadorean cacao disease may be presented from the standpoint of native workers or plantation managers or both—these and a multitude of similar topics present themselves to our minds with their possibilities for effective dramatization.

But we won't rely on dramatic appeal alone. We may use it, however, with confidence of interest and results under varying conditions—where opaque projection pictures, slides, films, field trips, the radio are not available or not practical; where the fascination for some of these has waned; where the group loves to act; where the teacher has been the leading actor for a time, and the children want to take a part in presenting the ideas their way. Fortunate is the teacher to whom two or three boys or girls will come, from time to time, and say: "Jack and I have a play we made up on rubber growing in Malaya contrasted with that in Brazil. May we do it for the class?" or "Jane and I want to give a play that will show why sugar cane is Cuba's leading crop. May we plan it during a study period?" And if the class becomes dull, the children listless, some few may be drafted to give, impromptu, their dramatic interpretations of some geography facts and do this surprisingly well.

Types of Dramatization

The types of dramatization are manyfold. One of the simplest is the conversation—the adolescent has much more patience for this than has the younger child who prefers action on the stage. Pantomine and shadow plays can be made just as new and full of vigor as the class and teacher are original and energetic; and, thru a reader to accompany the acts, geography interpretation may be made more easy and natural than in converstaion. A pageant is an excellent means of interesting many children in a variety of activities—think what countless possibilities a pageant of the British Empire affords! Or a British Empire broadcast, suggested by the holiday ones with which many of the children are familiar, might be very entertaining and helpful. Some children might make puppets to be kept in the geography department and altered in appearance now and again to portray a variety of characters—rubber gatherers, tea pickers, or dignified statesmen of world affairs. And make-believe conferences on trade, boundary disputes, agricultural or industrial interests will appeal to ninth graders; they frequently will perform better as grown-ups, while seventh graders often will be more at ease in child roles.

For the timid child, the radio suggests great opportunity in self expression; unseen, he may be the Globe Trotter, or the news commentator. The radio play may give several such children an opportunity. Silent films may be seen in advance and talks prepared and given with them by means of the auditorium amplifier.

Perhaps the dramatic unit is one of the highest attainments. It might incorporate a number of geography activities—an exhibit, songs, dances, pictures, a sketch or play. Such a unit has vast possibilities for engaging the attention and the talent of great numbers of children. Like the pageant, it is unique in that it gives opportunity for the co-ordination of many ideas that might otherwise remain disconnected for the boy or girl. The audience appeal for such a production will lead to carefulness of perfection that hurriedly planned performances must do without.

When to Dramatize

Where, in a unit study, does dramatization belong? Frequently, short plays may open the class period for the purpose of clinching some significant idea developed the previous day. Or a number of short plays may serve to unify many ideas. Perhaps there will be

an entire class period for groups to make up and practice their plays. A region or industry can be contrasted with one previously studied for review. There may be a South American pageant or play day at the conclusion of the study of that continent, with one group working on each major region.

SUPERVISION

New classes will invariably need constant supervision in their dramatic efforts. Without this some children will waste time, develop undesirable attitudes and present much irrelevant material. Especially will children early need to be led from the tendency to imitate the broken English of foreigners whom they have heard. If thru drama they come to understand little more than that the native language of another people may be just as fluent, and as intelligent, and as well spoken as may good English, then their time will not have been wasted in giving plays in the best of English to represent these people.

MATERIAL AVAILABLE

Geography magazines and educational ones are helpful in their suggestions. But published plays, truly geographic, for use in the junior high school, are practically nonexistant. Creative work is necessary if geography is to be dramatized, and some children are much better able to do this sort of thing profitably than are others. The accomplishment of such creative teaching as is here emphasized represents unceasing enthusiasm, energy and ingenuity on the part of the teacher, with the adolescent's inventive genius and his natural love of the dramatic to help her.

When school geography study is ended for some boys and girls, the critical teacher may well ask herself whether she and the class have so used the great wealth of geography material—rather, whether they have so *lived* it—that it has helped to make of those students world-minded, geography-conscious citizens, whose understandings and sympathies will transcend their nation's boundary lines.

A PRIMITIVE HANDICRAFT INDUSTRY IN A MODERN SETTING

A Type Project Study

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INTRODUCTION

In almost any community there are spots with historic pasts, such as Indian salt licks, old forts, rock quarries, or caves, which provide excellent opportunities for investigation by geography classes. Exemplary of the potentialities of such subjects is this study of a frontier pottery establishment—an institution representative of former days situated in a modern cultural landscape.

Near the foothills of the Missouri Ozarks, where the cotton grows, stands a group of log cabins reminiscent of pioneer struggles. At first, one sees nothing more than a ramshackle old farmstead, but closer inspection reveals two prominent structures foreign to the average farm yard—a large brick oven and an old fashioned clay mixer. The reason for their existence is evident in the stacks and rows of pottery lying outside and inside the old log cabins.

HISTORICAL BACKGROUND

About one hundred years ago, Thomas Simmermon loaded his potter's wheel and some household goods on an ox wagon, left his home near Rome, Georgia, and headed northwestward. On his way thru southeastern Missouri he learned of a bed of clay which was being utilized by the Indians for fashioning pottery. Being a potter by trade, he investigated the area and found the clay to be of exceptionally good quality. Simmermon, recognizing an opportunity, unhitched his oxen, unloaded his belongings, and set up his potter's wheel. At first, Thomas Simmermon made only heavy pieces, such as churns, jars, crocks, and whiskey jugs. These were the only articles in demand at the time, for the market area was practically limited to the neighbors in the immediate vicinity.

Meanwhile, two potters, Hugh Evans and his father, moved to Missouri from Arkansas. Hugh went to work for Simmermon and eventually married Simmermon's daughter, Lucy. Evans spent his life at the plant carrying on the work started by his father-in-law. Jugs, churns, and crocks were sold in the stores at Bloomfield and

Dexter, as well as directly to the rural neighbors. Evans' work was continued by his two sons, Arthur and Rannel, who, with the aid of their children, now operate the plant. Except for increasing the varieties of pottery to meet the varying demands of the market, the Evanses have made few changes in the original enterprise.

PRESENT STATUS OF THE INDUSTRY

Today the original establishment with its mud-chincked log buildings, its old mule-power clay mill, its crude potter's wheel,

Fig. 1. Small clay pit developed in the Ripley Formation. Courtesy, Missouri Geological Survey.

and even its wood-burning brick oven remain intact. It may be observed just off Missouri State Highway number 25, about three miles north of the little city of Dexter.

A century has elapsed since the industry had its humble beginning, and the fourth generation of owners is practicing one of the world's most ancient arts. Even today, nearness to the basic material, clay, is one of the important factors in keeping this ceramic industry in its original location. In recent years, however, the prosperity of this old pottery industry has resulted more from the routing of the new highway than from the high quality of clay utilized. The plant now has considerable historic value, and tourists

drive many miles to see it and to inspect its quaint, artistic products.

Altho the original product of this plant was brown stoneware, various kinds of ware are now produced. One of the highly prized articles today is an unglazed flower pot with a roughened and somewhat molded outer surface. Artistically formed vases and bowls of different sizes and shapes are also much in demand. Many of them are glazed inside with Albany slip and decorated on the outside with brown, cream, red, and blue stripes. These ornamental effects are obtained by mixing clays of the aformentioned colors with water and applying the compound as a veneer. Few articles with external glaze are produced.

PROCESSES INVOLVED IN MANUFACTURE

Raw clay must be processed before it is ready for molding. It is first run thru the grinding mill, a wooden box-like structure about four feet square and five feet high. A vertical shaft in the middle of the mill is connected at the bottom with the grinding blades and at the top with a long horizontal "tongue." By walking in a circular path around the mill, a team of Missouri mules, hitched to the outer end of the tongue, furnishes the operating power.

After the clay is ground to a uniform texture, it may be moistened with water and used immediately in shaping the cruder articles such as crocks, jars, and flower pots. The clay used in making the more artistic ware, however, must be treated further. For perfect molding and baking it is imperative that the clay be of uniform texture. In preparing the mixture each different type and color of clay is weighed into exact amounts; then by the addition of water it is made into a paste and rubbed thru a 180 mesh screen. This removes foreign particles and brings the clay to a powder-like fineness. After evaporating some of the water from the mixture, the raw material is ready for the potter's wheel.

Arthur Evans, who is quite adept at the molding process, enjoys having a group of curious visitors gather around and watch as he sits at his wheel and plies his trade. It is fascinating to see him pedal the rickety machine with his feet, mold the plastic earth with his hands, and, at the same time, answer all questions applied to him. As he picks up a lump of clay the size of his two fists, kneads it like bread dough, and places it on the center of the horizontal wooden wheel, one wonders whether he will be able to reproduce from that gob of mud another beautiful little vessel like those displayed on the tables around the cabins. As he spins the wheel,

he makes a hole with his fingers in the middle of the clay and pours in enough water to give it the desired pliability. The visitor stands amazed, for in an instant the skilled fingers have squeezed, pulled, and raised the spinning mass into a graceful flower pot or a slender Grecian urn. Perhaps, after the wheel stops, a handle is added to the piece, a spout is formed, and a pitcher emerges. The only part of the process which is not accomplished with the bare hands

Fig. 2. General view of Evans Pottery near Dexter. Courtesy, Missouri Geological Survey.

is the imprinting of designs on the outside; this is effected with a small corrugated metal roller.

After being shaped, the ware is allowed to harden two or three days in a special drying room. Then it is put back on the wheel and rotated, as Mr. Evans says, "like a piece of wood" to remove loose clay and to smooth the surface.

Grandfather Simmermon sometimes used salt for glazing by putting it in the oven during firing, but this practice was discontinued long ago. At present, from Albany, New York, is procured a special clay which melts on pottery, giving an ideal clear glaze. This is applied to the ware just prior to firing. No fancy glazes are used.

The final step in the process of manufacture is "firing" the

ware. This is accomplished in an ancient up-draft brick oven. The articles are sealed in big stone jars in which powdered chert has been sprinkled to prevent sticking. They are placed in the oven, the doors of which are sealed tight with brick and clay. Three levels to the fire boxes beneath the oven make it possible to keep an even heat and, when desired, to increase it uniformly. Local wood is the only fuel used in the oven. The fuel is placed first on the lowest level; then as more heat is needed, new fuel is placed on the second level, and finally on the third level. An extremey high temperature must be attained in order to bake the ware to the desired hardness. After the oven has cooled sufficiently, the stoneware containers are removed, broken open, and the finished products taken out.

All the articles for sale at the Evans Pottery Establishment, from tiniest objects to fifteen gallon jars, are made separately and by hand. Some, such as book-ends, are of such natures that they cannot be made on the wheel, but are shaped by hand alone. Occasionally, when Mr. Evans is in an especially artistic mood and has time to spare, he turns his skill toward shaping such things as human faces, squirrels, or pigs, and does a more than presentable job. The florid clay face of a man or the broken body of a pig lying in the grass is apt to startle a person walking thru the yards.

AVERTISING

This industry is unique in that it resorts to no commercial advertising. The nearest semblance to it is one small sign near the highway indicating the drive to Evans Pottery Plant. There is an abundance of free advertising, however, which probably results from the hospitality of the owners and from the fact that the plant has been preserved so long in its original state. Articles concerning the industry have appeared in the St. Louis newspapers. The Missouri Geological Survey has recently published a bulletin describing the relation of the pottery industry to the geological formations in the area. Artists are interested in the picturesque qualities of the old plant, and at present an author is utilizing it in a novel. Moving pictures showing all phases of the plant in operation were exhibited in Chicago at the World's Fair. Probably the most effective advertising, however, is carried on by the many hundreds of tourists who stop to visit, and, charmed by the quaintness of the surroundings, by the beauty of the pottery, and by the congeniality of the owners, carry back to their homes numerous delectable hand made vases, flower pots, and book-ends. These

purchasers tell their friends where they may buy similar pieces, and so, like a snowball rolling down a hill, trade grows by accretion.

GEOGRAPHIC RELATIONSHIPS

Proximity to one of the main highways of Missouri and to a railroad is a valuable asset to the industry. Shipping products away from the plant necessitates only a short haul to the railroad and

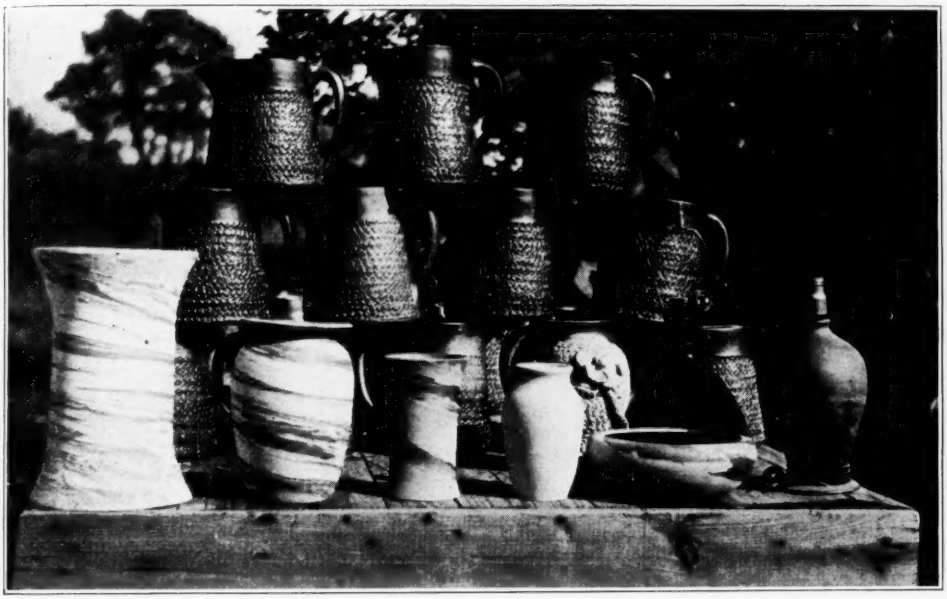

Fig. 3. Types of ware produced by Evans Pottery. Courtesy, Missouri Geological Survey.

none to the highway. Some finished ware is shipped out, and a few raw materials, such as the Albany clay, are shipped in.

The pottery clays near Dexter are obtained chiefly from lenses of the Wilcox and Ripley formations which are worked thruout an area of fifteen miles radius. They are obtained cheaply because of proximity to the plant, small amount of overburden, and ease of digging from the pits. The clays are of different colors, but their uniform physical characteristics facilitate the blending processes.

An abundance of water is obtainable from wells located on the premises. Fuel costs are kept low, as wood for firing the oven is procured locally. Labor is supplied almost entirely by the owners, their children, and their animals. The plant is able to turn out about one-hundred large urns in a day's shaping, from which the

owners realize a fair profit. The value of the small artistic wares is increased by the skilled labor utilized in their manufacture.

RÉSUMÉ

The most striking aspect of the Evans Pottery Plant as it stands today is the persistence of the owners in clinging to the old methods, machines, and buildings used by Thomas Simmermon. The quaintness of the industry together with the fact that it is the only art pottery establishment in southeastern Missouri, and one of the few in the entire state, undoubtedly enhance its appeal to the tourist.

On first visiting the Evans Pottery Plant one seems to drop abruptly into the past, but a more intimate acquaintance with the two Evans families soon convinces one that there is not a lack of progressiveness in leaving the old plant in its decrepit condition. On the contrary, there is method in such management. The atmosphere of the past carries its own appeal. Moreover, the Evanses are highly trained in the ceramic arts. For most of their work they make use of the latest technical knowledge, but tradition is not ignored.

A POSSIBLE PROJECT STUDY

A study of this type may be undertaken as a project by a geography class. In the present instance division of the class into four or five committees and assignation of a separate phase of the investigation to each committee offers a practical method of accomplishing the field work. One committee might inquire into the geographical background and setting of the Evans' Pottery Plant, a second into the historical background, a third into the technical processes of pottery manufacture, a fourth into the sales methods, and finally, a committee on photography with the aid of a small camera should secure pictures of the various buildings, machines, processes, and products. Then, when the reports of the several groups are assembled and the resulting manuscript is illustrated by the photographs, the class may see from first-hand experience some of the factors and relationships instrumental in locating and maintaining an industry.

VOCATIONAL GEOGRAPHY

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Before the financial debacle of 1929 Vocational Guidance was taught in our public schools in order to guide youth into profitable fields of endeavor upon graduation from their alma mater.

With the great depression came scarcity of jobs. People lost heart and felt that opportunities were going to be fewer than ever before for our product. Some schools even went so far as to stop teaching Vocational Guidance or "Occupations." Their attitude was "There are no jobs, why teach about them?"

Realizing the folly of such an attitude, and feeling that youth should know far more than ever before concerning opportunities for his talents, this writer, as a former biology teacher, took the trouble to analyze his field for occupational opportunities.

At that time geography and Commercial Geography were two weak sisters, which he, as a "Science Teacher," was forced to carry to fill up his schedule, and because no one else on the faculty designed to soil their hands with the Commercial or Economic Geography football.

In the school, where the writer teaches, not only Commercial Course pupils are permitted to schedule Commercial and Economic Geography, but General Course pupils may carry it on their rosters. Once in a great while we do have in our classes College Course pupils who have been permitted by the college of their choice to offer Economic or Commercial Geography for college entrance credit. However, this type pupil has been very rare for some colleges do not give credit in this subject for entrance requirements.

Knowing there would not be enough jobs to go around for all the stenographers, typists, bookkeepers, clerks, etc., which the schools produced, and feeling that many children took these courses, not because they felt they would make a particularly good office worker, but because these courses were the only ones offered in keeping with their ability, their teacher again analyzed the opportunities which could be pursued as an outgrowth of contact with Commercial Geography.

With no pretense of offering a complete list of such opportunities, which may be called to the attention of pupils, let us take the average Economic Geography or Commercial Geography text and

show how we can mention in our classes those fields into which pupils with average intelligence may engage.

Most texts begin with agricultural products. Here we may mention that an intelligent scientific farmer can make a good income. It is surprizing how many boys, and even girls, who live in suburban areas are interested in farming, yet are prevented by the fable of "every farmer is a hick" from admitting they would like such a life. However, when that occupation is placed in a different light they do not hesitate to admit their interest. Farming or farm products introduce other occupations: horticulture, viticulture, apiculture, entomology, fur farming, pathology, soils, meteorology, transportation of food to cities by trucks (trucking), refrigeration, etc., to mention only a few.

The animal industries bring to the pupil's attention such occupations as butchers in packing houses, government inspectors, stock farming, dairying, milk inspectors, veterinarian, animal husbandry, leather manufacture and a host of other possibilities for skilled and unskilled labor.

Our mineral resources introduce the pupils to occupations from coal mining to mining engineer. We should not hesitate to give credit to the miner or quarry laborer for his contribution to the world's work, for we must remember their work is most necessary, and many of our boys and girls have only enough mentality to be good miners. They are not cut to the pattern of the chemical engineer or organic chemist, altho they should know there are such occupations and what these men contribute to their well being.

The study of textiles involves not only an understanding of where, how and why such materials are produced, but also the industries engaged in utilizing these fabrics of the farm, animal industry or chemical laboratory. A future factory hand, while he may not actually learn how to operate a loom, may find in his work in Commercial Geography some particular phase or operation in the manufacture of textiles which will appeal to him as a life work, and not merely as excuse for earning money for rent.

Manufacturing, when properly presented, may become a fascinating study even for the dull boy or girl. There are few of us who have escaped the urge to see how things are made, or to enjoy creating things for ourselves. With the study of manufacturing we also have the opportunity of telling our future factory employees of things which should be made for human consumption. We should not take the attitude of the teacher, whom the writer had,

who after showing us a series of tubes containing liquid gases (in high school chemistry), said in closing, with no suggestions, "But we have found no practical use for most of these gases." The writer was not graduated from college many years before the electric refrigerator, the neon light and dry ice were spreadng all over the world. We can not say the average commercial or general course pupils will find new uses or make new inventions, but they can be at least stirred to try, and if they fail they will have had the fun of trying. They might stumble upon something even more valuable to the world in seeking something in their experiments. Many of our inventions and discoveries are a product of accident. Stainless steel is an "accident."

There are probably more transportation projects and posters, etc., made by youngsters in our schools than in any other unit studied. How many of us have ever taken the time to explain to our "lesser geniuses" the work of the trackwalker, traffic manager, ticket agent, freight agent, etc.? Are we not more often prone to eulogize upon the president of the company and not the brakeman? Yet all of us can not be president.

Even the dullest boy shows some interest in fisheries, and the work of those who maintain the fish supply. The same may be said for forest industries. While those boys may not be future lumber "kings," they might become good lumber jacks at $12.00 a day wages. All boys can not become forest supervisors, but there are and will be in the future more opportunities as forest rangers.

METHODS OF PRESENTING VOCATIONAL MATERIALS IN GEOGRAPHY

1. By lecture given by teacher, perhaps using opaque projector or lantern slide machine.
2. Reading of books and magazines and particularly pamphlets sent to schools free by manufacturers of various products.
3. By pupil reports given in class. The pupils generally volunteer to give such reports because of their interest in a particular occupation.
4. Motion pictures. There is a multitude of good films produced by industrial and government agencies for use of schools. The best of these films, in the opinion of the writer, are classified as "free" films. The only cost to the school for borrowing these films is the cost of transportation. The best films are

those having in them not only scenes in factories, etc., but also animated diagrams which explain processes of production step by step.

5. Projects, such as the much abused written composition, illustrated with pictures cut from magazines, newspapers, etc. The building of models of oil fields, coal mines, ore loading docks, boats, etc., introduces the interested child to many things which give him a concept of an occupation.
6. Map making. The boy or girl interested in raising citrus fruits, after making a map for wall display or note book use, will not seek New England as his field of endeavor. The map can be used as a guide in occupational placement.

SUMMARY

The unemployment situation in America necessitates that teachers of subjects such as Commercial or Economic Geography seize upon the rich opportunity presented to use them as an instrument for occupational guidance.

Youth seeking a job, due to lack of experience, seldom knows for what he is best suited, in what he is most interested as a life work, or where to find the opportunity he seeks if he does know his desires. Geography can tell Antonio, the gardener's son, not only why people are what they are, but also help him to adjust himself to his changing occupational world.

Instead of becoming a square peg in a round hole, talking law, medicine, teaching or other very selective professions, "Tony" now consults his geography teacher about the future for a gold fish breeder, biological laboratory clerk, gas station operator, small bakery owner, exporter, diesel engine operator, and factory foreman. Perhaps "Tony" might offer to wealthy suburban communities a "Flower Service," where every social activity and every home, which can afford the service, could be supplied with lovely table center pieces, and bouquets planned and arranged by the hands of the man who raised them—the lowly gardener's son—who found his niche thru the study of geography.

A PROGRESSIVE ASSEMBLY PROGRAM MOTIVATES JUNIOR HIGH SCHOOL GEOGRAPHY

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Forest Hills School District, Wilkinsburg, Pennsylvania

Too many times an assembly program, prepared by a few of the most talented in the homeroom, is a means of entertaining the student body—an end in itself. Occasionally the programs are the outgrowth of the work of the classroom. However, a program used to motivate a study can be of great interest and value to the entire group of pupils. This type of assembly program was planned and worked out by a seventh grade geography class consisting of three groups averaging thirty-five pupils each.

PLANNING THE PROGRAM

It so happened that the work prescribed by the Course of Study included a study of China and Japan. Current conditions between the two countries did not affect our work in the least for the children studied these countries in the light of understanding the natural and cultural conditions affecting the life of the people but not necessarily approving of their attitudes toward each other.

A brief discussion was held mainly to find out what the children knew of these countries and to stimulate interest in them. The question was then asked, "Do you suppose we could plan an assembly program on our geography work that would interest the whole junior high school?" Numerous suggestions followed. In order to include as many ideas as possible they planned three centers of entertainment; the geography room, the auditorium, and a display room in which an exhibit of articles from China and Japan would be held. Great secrecy was to envelop all the plans, for the children wished to keep this progressive assembly a surprise for the other grades in the junior high school.

EXECUTING THE PLAN

The major proportion of activities was planned for the geography room. Every child connected Japan with the toys and trinkets made there. As a result, a Japanese store was to occupy a prominent place in the room. The handwork involved gave many children a "chance to succeed." Several of the slower children displayed remarkable skill in carrying out their ideas. Woven mats, orna-

ments, soap carvings, favors, wood carvings, vases, kites, strings of beads, handwork, etc., were made by pupils from each section and placed in the store.

To many children, Japan meant a land of beauty and flowers. As a result of this concept several children in each group wanted to make artificial flowers. Enough cherry blossoms (pink crepe paper petals tied to twigs) were made to form a canopy over the entire room. Five cords ran the length of the room and five across. After the twigs had been covered with blossoms, they were tied to the cords. Several girls made wisteria to entwine over the length of the blackboard. Others made chrysanthemums for the girls who were to appear in costume.

A large sandtable was procured for the project. This provided interesting work for several. Two boys designed the grounds; two had charge of landscaping the gardens; and three others planned houses for the sandtable. These pupils had to conduct real research in order to get all details correct.

APTITUDES DISPLAYED IN THE CHOICE OF CONTRIBUTIONS

Several children, artistically inclined, wanted to make large decorative panels depicting scenes of Japan to give the room a Japanese atmosphere. Of course, this necessitated a search thru material on Japan.

A girl who is interested in dramatics, had charge of a short Japanese play. She chose the characters, planned the setting and costumes, and directed the rehearsals. As some of the costumes had to be made, a study of the dress of the people was necessary. Two boys constructed the simple scenery.

A group volunteered to make a souvenir booklet on Japan. The chairman asked for articles on various phases of the life and industries of the people. These articles were prepared by the group and, after being corrected, were stenciled and run off on the mimeograph. The committee then assembled the booklets.

Articles from both China and Japan were brought in for the exhibit from time to time by all members of the seventh grade.

THE PROGRESSIVE ASSEMBLY PROGRAM

On the day of the assembly program as many of the seventh grade as could dressed in costume. The entire junior high school was divided into three sections. Each group moved simultaneously at the end of a twenty minute period to one of the three centers of

entertainment. Girls in Japanese costumes conducted each group to the various rooms.

In the exhibit room, the children were given a few minutes to examine the articles on display from China and Japan. They were then seated and a speaker who had once lived in Japan very charmingly described the life and customs of the Japanese boys and girls. As the guests left the room they were given the souvenir booklets that had been prepared by the seventh grade pupils. This group then proceeded to the auditorium where a reel of moving pictures on Japan was shown.

From here the group was conducted by the Japanese guides to the geography room where the cherry blossoms, wisteria, and lanterns created a Japanese atmosphere. The Japanese store displayed the handwork of many of the pupils and the six large panels further portrayed various phases of Japanese life. Here the group was entertained by the pupils who had prepared the play. Ideally the little hostesses should have served Japanese food, but because of the large number in each group and the short period allowed in this room, each guest on leaving the room was given two cookies wrapped in gay paper as a souvenir of the Japanese store.

After visiting the three centers of entertainment, the group went to the homerooms. The enthusiasm of the entire junior high school bespoke approval of this assembly program and each pupil of the seventh grade thrilled with pride at having contributed something worthwhile to this novel entertainment.

PROGRAM PROVIDES MOTIVATION

This program opened the real study of these countries. The following week the seventh grade summarized the knowledge gained thru the preparation of this program. Individuals now had a chance to give the information that they had gathered. *The program instead of being an end was a starting point for further study.* It was as if the children said, "We have had a 'glimpse' of these colorful countries. Please give us a 'view.' "

Annual Meeting of the National Council of Geography Teachers

THE Twenty-fifth annual meeting of the National Council of Geography Teachers will be held on Tuesday, December 27, and Wednesday, December 28. *Contrary to earlier announcements, the meetings will all be held in The Parker House, in Boston, rather than on the Harvard campus.*

The Parker House has been selected as hotel headquarters. Single rooms run from $3.00 up; double, $5.00 up. A limited number of rooms accommodating four persons each are available at $1.50 per person. Reservations may be made by writing the manager of the hotel.

The tentative program for the meeting appeared in the November issue of the JOURNAL. In addition to the plans given there, arrangements have been made to view the giant relief model of the United States at the Babson Institute. The excursion, which starts from The Parker House, is scheduled for 11:00 A.M., Wednesday. Transportation will be furnished by the National Map Committee. The party will be accompanied by Dr. Wallace W. Atwood, Jr., Geographer in charge of construction of the model.

The program includes a fairly wide range of topics, but particular emphasis is placed on the changing aspects of geographic methods and materials, the problems involved in the teaching of the economic phases of geography at various levels, and problems facing college teachers of geography. Every geography teacher should find something of interest and value at every session. Whether members of the Council or not, all who are interested in geography in education are invited to attend and to take part in the discussions.

J. R. WHITAKER, *President*

EDITORIAL NOTES AND NEWS

The Contemporary Jewish Record, the new bi-monthly publication of the Editorial Board of the American Jewish Committee, New York, made its initial appearance in September, 1938. It aims to present a systematic review of recent developments affecting Jews, especially that dealing with the political aspects of the Jewish situation abroad. It will serve to record important magazine and newspaper articles and editorial comments, furnish a day-by-day chronology of events of Jewish interest, and review and annotate pertinent books, pamphlets, and articles bearing on Jewish life.

Those wishing help in securing acceptable films for use in the social science curriculum may contact the Association of School Film Libraries, Inc., Time and Life Building, 9 Rockefeller Plaza, New York, New York. The Association started with a grant in aid from the General Education Board of the Rockefeller Foundation. Its directors are a group of educators from various parts of the United States. The purpose of the Association is to find out what valuable films are now in existence, and to make release arrangements both to consumers and producers.

DR. C. LANGDON WHITE, head of the Department of Geology and Geography of Western Reserve University, is attending the Pan American Conference at Lima, Peru, and at the same time taking part in the seminar of the Committee on Cultural Relations with Latin America.

DR. NEVIN M. FENNEMAN, professor emeritus and founder of the department of geography of the University of Cincinnati, was recently awarded the Geographic Society of Chicago Gold Medal. The medal bears this inscription, "For eminent achievements in the physiography of the United States." Dr. Fenneman's life has been devoted to the study and teaching of geography and geology. He has had several assignments in the United States Geological Survey, and has given distinguished services to several scientific organizations. His most recent publication, "Physiography of Eastern United States," is a companion volume to "Physiography of Western United States."

Several hundred teachers attended the Minnesota State Council meeting held in Minneapolis in October in connection with the Minnesota Education Association. The program, prepared by the Council president, Anna Larson of St. Cloud Teachers College, included a talk by George J. Miller of Mankato Teachers College on the Importance of Geography in the Curriculum; an explanation of the new map standards for rural schools, as set up by a committee of the State Department of Education, given by Mrs. Pyne; an illustrated talk on "The Use of Pictures" given by Ella C. Clark, Visual Education Instructor at Winona State Teachers College. Dr. Dicken of the geography department of the State University conducted a field trip over a unit of the Mississippi River to note the advantages and disadvantages of the river and its channel to down town Minneapolis.

Ohio teachers have organized a State Council of Geography Teachers with five coordinate sectional branches. An organization committee drew up state and sectional constitutions which were adopted at a spring meeting when state and sectional officers were elected. The constitution will be submitted for approval at the National Council Meeting at Harvard University, December 27-28. The northwestern branch held its fall meeting at Kent State University. Guy Harold Smith, Ohio State University, is the President, and James R. Beck, Kent University, is the State Secretary.

If a student in your school desires correspondence with a person in a foreign land, a name and address of such person may be secured at nominal cost from the Student Letter Exchange, Waseca High School, Waseca, Minnesota.

The Nebraska Council of Geography Teachers continues to function in the promotion of better teaching of geography by continuing its publication of a five page bulletin, and sponsored three October district meetings where a number of helpful geography programs were presented.

The Board of Directors of the Geographic Society of Chicago voted last June to promote as a major scientific activity the study of land classification and land use. To this end, the Board awarded five special scholarships to assist graduate students in geography in acquiring the necessary training and experience in land problems. The awards were made to five of the twelve members of a special field seminar of the University of Chicago, led by Dr. G. Donald Hudson of the Department of Regional Planning Studies of the Tennessee Valley Authority. The five recipients were as follows: Earl F. Brown of Marshall College, Huntington, West Virginia; Manuel Diaz of the Mission School at Merida, Yucatan; George Hafstad, former member of the research staff of the Firestone Plantation Company in Liberia, West Africa; Robert Klove, an assistant in geography in the University of Chicago; and James McBroom, interested in journalistic phases of land use problems.

The National Park Service of the Department of the Interior is featuring a series of mimeographed articles dealing with conservation of natural resources. One dated Sept. 24, 13 pages, is entitled, Thomas Say, the Father of American Descriptive Entomology. They are issued, free, once a month, and supplement these two monthly clip sheets: Nature Notes; and Facts and Artifacts.

M. MELVINA SVEC, on a year's leave of absence from the Buffalo State Teachers College, spent the spring and early summer months in Czechoslovakia, Yugoslavia, and the U.S.S.R.

GEOGRAPHICAL PUBLICATIONS

Carter Goodrich, Bushrod W. Allen, C. Warren Thornthwaite, Herman K. Brunck, Frederick G. Tryon, Daniel C. Kramer, Rupert P. Vance, Marion Hayes and Others. **Migration and Economic Opportunity.** University of Pennsylvania Press, 1936. $5.00

Migration and Economic Opportunity is a book of 741 pages, with numerous maps and diagrams. It is the Report of the Study of Population and Redistribution under the auspices of the Industrial Research Department of the Wharton School of Finance and Commerce.

Part One is "The Need for Migration" and Part Two, "The Control of Migration." The authors have endeavored to answer the questions "Where should people be?" and "How can they best get there?" They have presented regional contrasts in economic levels in the United States, and a variety of data has formed the basis for numerous maps. Individual chapters are devoted to the economic conditions of: The Southern Appalachian Coal Plateaus, The Old Cotton Belt, The Cutover Region of the Great Lakes, and The Great Plains. Changing Distribution of Resources, The Effect of Exploration and Discovery, Expanding Transportation, Development of Technology, and Depletion of Resources are discussed. Each is shown to have made its contribution to the distribution of population.

In Part Two, the conclusion is drawn that unguided migration "has been, and remains, a most potent method of improving the distribution of population in relation to economic opportunity" . . . but that it is an imperfect instrument and "its failure results as often from the lack of movement as from its misdirection."

The authors devote 68 pages to a critical analysis of the various measures and efforts of our government to relieve conditions of unemployment and economic distress in the United States. They conclude that until far greater investigations have been made and more convincing reasoning has been advanced, that the government should not attempt to prescribe the placement of industrial establishments nor use the location of present stranded populations as the chief basis of judging where people should be located.

The book thruout is exceptionally well written and deserves a careful reading by all teachers of geography.

Indiana University J. E. SWITZER

James Franklin Chamberlain. **Geography and Society.** 674 pp., 390 photographs, maps and diagrams. J. B. Lippincott Company. Chicago, Illinois, 1938.

Geography and Society is more than a revision of the earlier text, Geography-Physical-Economic-Regional. The author still holds to his original set-up, but has greatly improved both content and style by cutting technical details, omitting unnecessary topic heads, making original approach to the study of man and his environment, and vitalizing the political section thru the use of "key countries."

Part I. Physical Geography (110 pp.). "A humanized treatment of physical geography." In this Norway is used to develop the concept "occupations and political activities of a people are, in a measure, the result of geographical conditions." Part II. Commercial Geography (200 pp.). Here the author evaluates world industries and discusses the physical basis, human factors, goods, routes and communication that are involved in world commerce. Part III. Political Geography (330 pp.). The present day political world is thrown into relief by the use of "key countries"—Japan, China, Russia, Italy, Germany, France, Sweden, Britain, Chile, Argentina, Brazil, Mexico—each carrying a

thought-stimulating sub-title. This unit climaxes with a detailed discussion of the United States "Land of Opportunity." In this urban geography and recreational centers bulk large.

It is open to question whether up-to-date-ness justifies the listing of uncertain victories of Japan in China, and one wishes for more maps as well as more by way of place names on bare looking Eurasia in the text. However, the interesting class projects, timely readings, usable statistical tables, and 390 illustrations—maps, grafs, and pictures with captions of geographical worth, round out this text to an interesting, usable aid-to-understanding whole.

Shortridge High School, Indianapolis, Indiana MABEL WASHBURN

Fenneman, Nevin M. **Physiography of Eastern United States.** v and 714 pp. McGraw-Hill Book Company, Inc., New York, 1938. $6.50.

In the brief space allotted for review, it is impossible to do full credit to this masterful volume. As a companion to the *Physiography of Western United States,* published in 1931, its appearance has been anxiously awaited. Our highest expectations have been fulfilled. Geologists and geographers alike may be proud of Dr. Fenneman's contribution to their respective fields.

In the preface to the volume the following statement appears: "As a study of processes, principles, laws, and types, physiography is a branch of geology. In its areal or distributional phase it is a branch of geography. Since the study of the distributional phase is inseparable from that of principles, physiography may be said to represent the overlap of the two major sciences. The data entering into this book are in very large measure the product of geological investigations. The ultimate description based on these data should be the basis of geography."

The relationship of physiography to geography, so well expressed by Dr. Fenneman, is illustrated over and over again in the 714 pages comprising the work. Every geographer who desires to develop his subject as a science should read the volume from cover to cover.

To facilitate discussion of so large an area as Eastern United States, the territory has been divided into thirteen major physiographic provinces, each one being treated in a separate chapter:

I. Coastal Plain—120 pages
II. Piedmont—42 pages
III. Blue Ridge—32 pages
IV. Ridge and Valley—84 pages
V. Appalachian Plateau—64 pages
VI. New England—49 pages
VII. Adirondack—19 pages
VIII. Interior Low Plateau—38 pages
IX. Central Lowland (East)—88 pages
X. The Superior Upland—22 pages
XI. Central Lowland (West)—72 pages
XII. Ozark Plateaus—32 pages
XIII. Ouachita—29 pages

Until this volume appeared it was a long and difficult task for an instructor or research worker to gather full information on any one of the various physiographic provinces. Now this information is readily available. In addition to reviewing the literature for each region, the author has organized material so effectively as to present a complete picture of each province. A generous supply of maps, pictures, and cross-sections supplement the text with unusual effectiveness.

It should be added that in several instances new and unsolved problems are introduced and alternative hypotheses are presented. For the field worker this is an invitation and a challenge to go forward. Dr. Fenneman's book arouses intellectual curiosity.

Clark University, Worcester, Massachusetts WALLACE W. ATWOOD, JR.

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Dr. Eskridge is head of the Department of Education and Psychology at Lander College, Greenwood, South Carolina. He has been a member of the summer session staff at Duke University during the past three summers.

Haifa: The Port City of Palestine. By E. Ray Casto and Oscar W. Dotson 344

Dr. Casto of Emory and Henry College and Mr. Dotson of Coeburn High school, Coeburn, Virginia, are co-authors of Urban Population of Palestine and Economic Geography of Trans-Jordan, which appeared in *Economic Geography,* for January and April, 1938. For other recent articles on Palestine, see the JOURNAL for March and September, 1937 and November, 1938.

The Use of Dramatization in the Junior High School. By Hazel G. Handel 351

Miss Handel is a teacher in East Cleveland, Ohio, and is working for her Master's degree at Clark University. Her discussion of the problem of dramatization as a teaching method should be of real constructive help to every teacher.

A Primitive Handicraft Industry in a Modern Setting. By Hoyt Lemons 358

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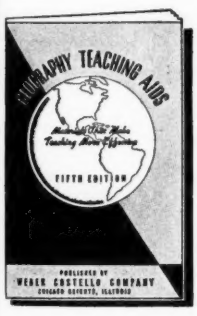

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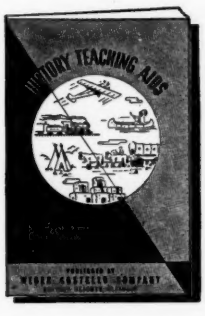

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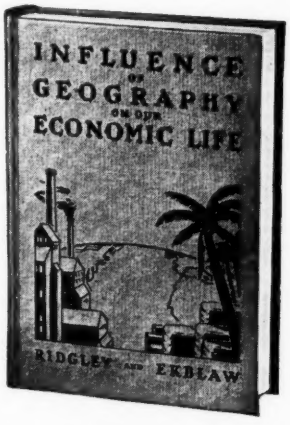

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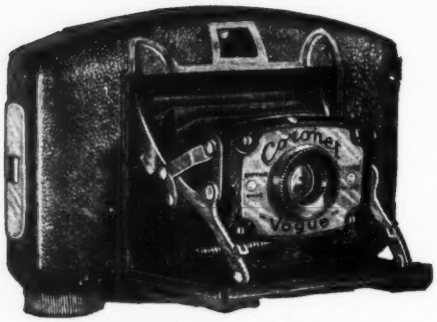

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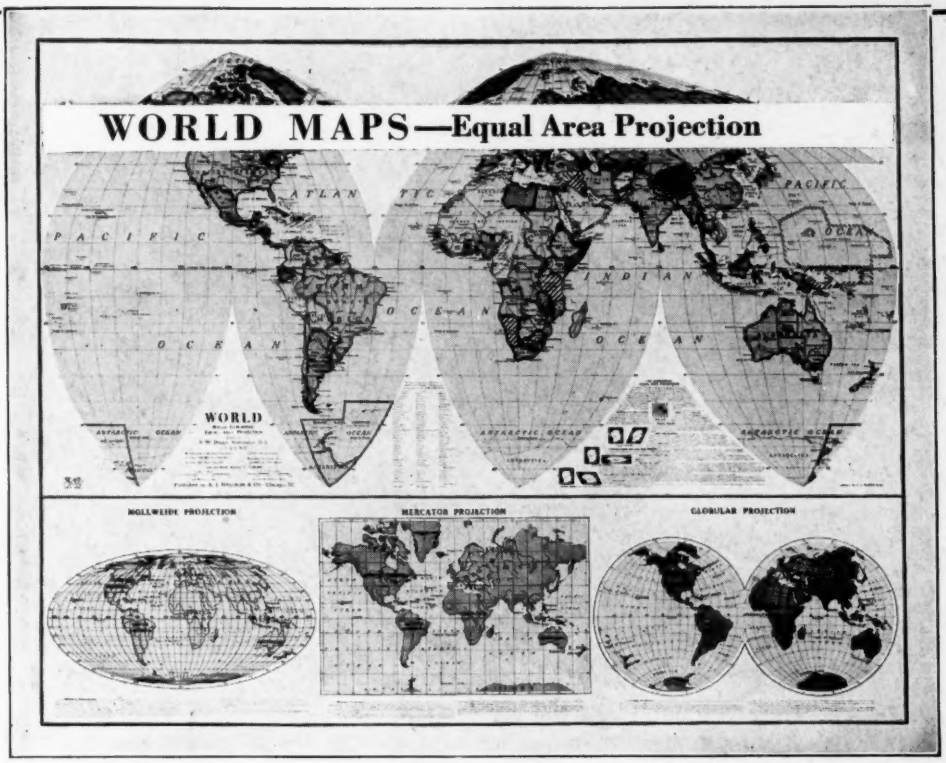

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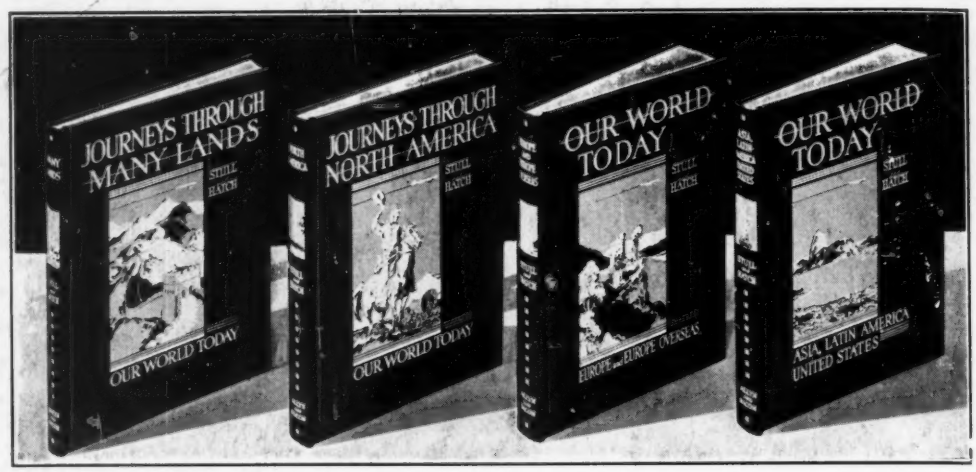

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There is a widespread demand for courses in social studies in the grades.

The best results have been obtained by those schools which realize that Geography, properly taught in the best modern manner, is *the* social study of the grades.

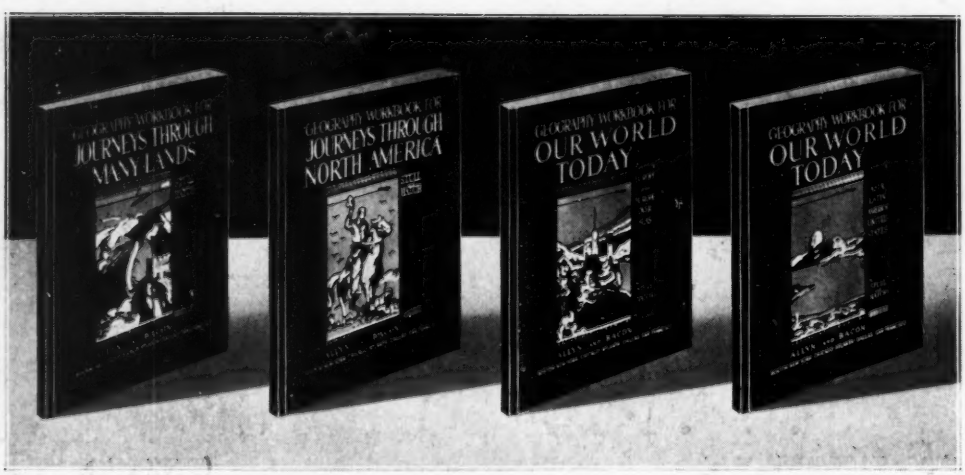
The best courses in Geography fuse the subjects of History and Civics and, above all, emphasize international understanding and good will.

The following paragraph by Professor Hatch shows that the real purpose of Geography study is character building:

"The real reason we go to school is not to learn just the facts of Geography, or whatever other studies we take up. The facts are important but only as they help us to build a better world, where all men can work together as brothers."

Allyn and Bacon

Boston New York Chicago Atlanta Dallas San Francisco



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